DOCUMENT RESUME

ED 135 865 TM 006 096

AUTHOR Convey, John J.; And Others
TITLE An Evaluation of the Maryland Alternative Accountability Pilot Project.
PUB DATE [Apr 77]
NOTE 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, APril 4-8, 1977)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Administrator Attitudes; *Educational Accountability; Educational Alternatives; *Educational Assessment; Elementary Secondary Education; Interviews; Mathematics Instruction; Parent Attitudes; Pilot Projects; *Program Evaluation; Questionnaires; Reading Instruction; School Districts; School Responsibility; *Schools; State Programs; Teacher Attitudes; Writing Exercises
IDENTIFIERS *Maryland Accountability Assessment Program

ABSTRACT

In an attempt to explore alternatives to the use of standardized tests, the Maryland Alternative Accountability Pilot Project (MAAPP) was launched to allow each participating school to design and implement an accountability plan which would satisfy the requirements of the Maryland Educational Accountability Act. The MAAPP was evaluated using data gathered from a teacher questionnaire; interviews with selected teachers, parents at selected schools, and participating principals; and summaries by the involved consultants. A large between-school variation on the questionnaire indicated that the teacher reaction to the project was school-specific. The data indicated that all involved generally thought that participation was a valuable experience, and that the results were very useful in teaching and planning. The teachers expressed some negative feelings about the amount of time and work involved. Implications for future projects are discussed. (Author/MV)

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AN EVALUATION OF THE MARYLAND ALTERNATIVE ACCOUNTABILITY PILOT PROJECT

John J. Convey

Catholic University of America

Pascal D. Forgione, Jr. and Thomas Evaul

Syracuse Research Corporation Temple University

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Presented to the Annual Meeting of the American Educational Research Association

New York, April, 1977

TM006 096

Abstract

The Maryland Alternative Accountability Pilot Project was evaluated using data gathered from a teacher questionnaire; interviews with selected teachers, parents at selected schools, and participating principals; and summaries prepared by the involved consultants. A large between-school variation on the questionnaire indicated that the teacher reaction to the project was school specific. The data indicated that all involved generally thought that participation was a valuable experience, and that the results were very useful in teaching and planning. The teachers expressed some negative feelings toward the amount of time and work involved. Implications for similar projects are discussed.

AN EVALUATION OF THE MARYLAND ALTERNATIVE ACCOUNTABILITY PILOT PROJECT

Background

The 1972 session of the Maryland General Assembly enacted the Maryland Educational Accountability Act in response to a growing public demand for accountability in the public schools. The Act stipulated that goals and objectives in reading, writing, and mathematics be established at the state level, the school system level, and the individual school level. The Act further required that a school-by-school survey of the current status of student achievement relative to the established objectives be conducted; that each school develop a program to meet its own needs relative to these objectives; and that procedures be developed for determining the effectiveness of these programs. Regular evaluation of programs, goals, and objectives was also stipulated.

In the 1973-74 school year, the Maryland Accountability Program (MAP) began. This Program was developed cooperatively by the Maryland State Department of Education, the State Advisory Committee on Accountability, and representatives from all 24 local school systems. The MAP required each public school in the state to administer the Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition, and the Cognitive Abilities Test (CAT), Form 1, 1971 edition, to all pupils (excluding certain categories of handicapped children) in grades 3, 5, 7, and 9. School systems were given the option of sampling pupils from these grades. A complete account of the design, implementation, and results of the first two years of testing

in the MAP is given in Maryland State Department of Education (1975, 1976a).

In an attempt to explore alternatives to the use of the ITBS and the CAT as responses to the Maryland Educational Accountability Act, the Maryland Alternative Accountability Pilot Project (MAAPP) was launched in the Fall of 1974 under the joint sponsorship of the Maryland State Department of Education, the Maryland State Teachers Association, and the National Education Association. The purpose of the MAAPP was to allow each participating school to design and implement an accountability plan which would satisfy the requirements of the Accountability Act. Each participating school was excused from participating in the ITBS and CAT testing. Initial interest in the MAAPP was expressed by approximately ten schools. Six schools - four elementary, one secondary, and one special school - from three Maryland school systems volunteered to participate in the Pilot Project.

During the 1974-75 school year, each participating school developed school goals and specific student objectives for each grade level in reading, writing, and mathematics. These goals and objectives were based on general county and state goals. A complete description of these first year activities including a listing of goals and objectives for each school is provided in the first MAAPP report (Maryland State Department of Education, 1976b).

In the Summer of 1975 each school was provided with a budget and an assessment consultant to assist in the design and implementation of the school's accountability program. An important aspect of the philosophy of the MAAPP was to allow each participating school complete freedom to determine how its accountability program would be structured. During the

course of the 1975-76 school year, the accountability strategy adopted by each school generally approximated the eight-stage model given in Figure 1. This model generally indicates the progress of the assessment within each school. Since the teachers and administrators of each school were free to design and implement the accountability plan according to their own insights, the response of each school to the model was somewhat unique. A complete description of the activities of each school during each of the stages is provided in the second MAAPP report (Maryland State Department of Education, 1976c). A summary of these activities is given by Forgione and Evaul (1977).

Insert Figure 1 about here

Purpose

At the end of the second year of the MAAPP, an evaluation of the Project was conducted by the administrator of the MAAPP and the assessment consultants. The purpose of this paper is to present the results of that evaluation and to discuss the management and policy implications of such.

Method

The evaluation of the MAAPP was accomplished using data gathered from a questionnaire given to the teachers at each school at the end of the 1975-76 school year, interviews with six teachers within each school, interviews with the involved principals, interviews with selected parents at two schools, and commentaries on the Project provided by the consultants.

The major data base is the 23 item questionnaire given to 129 teachers in the six schools. Part I of the questionnaire contained 17 statements

about the Project to which the teachers were asked to react by responding to a five-point Likert scale with anchors from strongly agree to strongly disagree. A not applicable response was also provided, but was not used in the scoring. Part II of the questionnaire contained six items which asked the teachers to rate six relevant phases of the Project along a five-point Likert scale with anchors very positive to very negative. Space was provided for comments and suggestions.

Each principal was asked to select six teachers from his/her school for follow-up interviews. The principal was requested to select teachers whose responses would reflect a cross section of opinions about the Project. In addition, each principal was interviewed by the administrator of the MAAPP. The same interview schedule used for the teacher interviews was used for the principal interviews with the addition of three items. Interviews with parents could be arranged only at two schools. Eleven parents were interviewed, five at School A and six at School D. The appropriate interview schedules are given in Table 1.

Insert Table 1 about here

Finally, each consultant was asked to submit a summary of his comments about the Project and suggestions for improving such. Four consultants was employed by the MAAPP; one for the special school, one for the secondary school, and two for the four elementary schools (one consultant for two schools).

Results

Questionnaire

Coefficient alpha (Cronbach, 1951; Nunnally, 1967) was calculated for the 23 item teacher questionnaire within each school to obtain an estimate of the internal consistency for the scale. The estimates ranged from a low of .92 for School D to a high of .97 for School C. These high internal consistency estimates indicate that the scale results are quite reliable.

Insert Table 2 about here

The summary descriptive statistics for the teacher questionnaire are given in Table 2. The between-school variation was quite large. School D with an overall mean of 4.27 appeared to be quite favorable toward the Project, while School C with an overall mean of 2.62 was rather negative. The other four schools appeared to be slightly positive with means ranging from 3.04 (E) to 3.47 (B). These results indicate that perceptions of the MAAPP were school specific. Some schools had good experiences, while others may not have had.

The within-school variation was large for some of the schools. School C (21.23), School F (20.93), School E (19.29), and School B (18.79) had rather high standard deviations. This seems to indicate that some polarization existed among the teachers' attitudes within these schools. School D (14.43) and School A (10.47) were more homogeneous.

Insert Table 3 about here

The means and standard deviations for each of the first 17 items are given in Table 3. An examination of Table 3 reveals that the

consistency of item responses varied for the schools. School D and School C exhibited high consistency; School D being favorable to all items, School C being unfavorable. The most disciminating schools were School A and School F. Both schools were rather favorable toward many aspects of the Project and rather negative toward others.

Overall, the most favorable responses were to items which reflect the outcomes of the Project. Generally, the teachers felt that the Project: provided a superior alternative to the ITBS (item 4 - mean 3.74); produced useful information (item 3 - mean 3.69); made them more aware of student performance (item 16 - mean 3.57); and was helpful to teaching (item 6 - mean 3.50). Only School C expressed a negative feeling toward each of these items. Also, while teachers generally thought that participating in the MAAPP was a valuable professional experience (item 1 - mean 3.53), they were somewhat less enthusiastic in indicating that the payoff was worth the effort (item 17 - mean 3.21). Care should be exercised in interpreting this finding, since the schools had not had an opportunity to use the results for program improvement at the time this evaluation was conducted.

From items 7, 9, 11, and 14, it appears that most of the schools were more favorable in recommending the Program to other schools than in continuing participation themselves. The data indicate that, as far as continued participation is concerned, the teachers at School D are strongly in favor, those at School B are moderately in favor, those at School F and School A are divided, those at School E are slightly opposed, and those at School C are strongly opposed.

Insert Table 4 about here

A principal-axis factor analysis was performed on the first 17 items of the questionnaire using the program FACTOR (Veldman, 1967) on the PDP-10 computer at Catholic University. After examining the eigenvalues, a five factor solution using varimax rotations was requested. The mean values of the questionnaire items which loaded on each of the five factors are given in Table 4. The first factor with an eigenvalue of 9.08 contained 11 items and might be called evaluation. The other factors were work (items 5 and 8), payoff (items 15 and 17), ambition (item 13), and test alternative (item 4). From Table 3 and Table 4, it is evident that the teachers felt that their work in the Pilot Project did detract somewhat from their normal duties and was laborious. Only School B and School D responded in a slightly favorable manner to these items (5 and 8). School F was particularly negative in responding to item 5. With the exception of School C, which seemed to be rather negative toward all aspects of the Project, Table 4 reveals that the teachers felt that even despite the amount of work involved in the Project, such an endeavor was still superior to using the ITBS for accountability purposes.

Insert Table 5 about here

The means and standard deviations for the six items in Part II of the questionnaire are given in Table 5. The teachers were generally positive toward each of the phases of the project. The response pattern of each school to the six items was somewhat different. Since the implementation of each of these phases was unique in each school, this

result is not surprising. Teachers from School A generally had slightly negative feelings toward the first three phases, but then exhibited accelerated positive ratings toward the last three phases. School B teachers were generally favorable to all aspects, as were School F teachers. School C teachers were positive toward early aspects of the Project and negative toward later ones. School D teachers were positive toward all aspects. School E teachers were only slightly positive or undecided about all aspects. Generally, the least positive ratings concerned the phase of recording results. It does appear that the teachers recognized the potential of the results to be quite useful. Only School C (2.88) and School E (3.21) deviated from this trend.

Interviews

Table 6 summarizes the general reactions of the teachers and principals from each school who were interviewed. Overall, positive comments concerning each item on the interview schedule exceeded negative ones. Negative comments when stated typically were strongly worded.

Insert Table 6 about here

Teachers and principals agreed that the schools generally benefited from the project in terms of curriculum organization, diagnosis of student strengths and weaknesses on the objectives assessed, and direction for future instruction. Principals were especially pleased to have their staffs working together intensely on a project and to see that objectives generated were student oriented. The principals were also pleased to see more parents becoming involved with the school as a result of the Project. All the principals agreed that the Project was

worth the effort.

Both teachers and principals agreed that perhaps too much was attempted too quickly. Teachers reported frustration with the process, due perhaps to their inexperience in such endeavors. They reported that testing took too much of their time, and generally they objected to the amount of record keeping involved.

Both groups generally felt that the ultimate payoff of such a project would be in using the results of the assessment to plan for the next school year. All seemed to be looking forward to that. The principals indicated that they would like to continue and refine the process, but only if they received additional resources and technical assistance. Some teachers were less enthusiastic about continuing. Both groups suggested that if other schools become involved with the MAAPP, technical assistance be provided to them, more time be devoted to the process, fewer objectives be assessed in a given year, and the management of the process be improved especially in the area of record keeping.

The parents from School A and School D who were interviewed were pleased with the type of report issued by the schools. Parents from School D especially felt that the report was more detailed in showing student strengths and weaknesses, provided more direction as to how they could assist their children, and generally was more informative than a letter grade. The parents felt that the objectives generally were clear, and they better understood what was being taught. In both schools, an orientation was held for parents at the beginning of the Project. Follow up procedures in School A especially were spotty.

Consultant Reports

Although the four consultants recognized some shortcomings in the Project, they all were enthusiastic about the concept of an alternative accountability program and about their role in the MAAPP. The overall impression is that the MAAPP does point the way to accomplishing desirable educational goals, such as, making teachers more interested in improving school curricula, improving communication within a school and with outside groups, encouraging greater teacher participation in decision making, and developing better methods of communicating with parents. The consultants felt that the success of the MAAPP in each of the above areas was uneven and school specific.

Each of the consultants indicated that the one key to success in the Project was the attitude of the teachers. Since the Project was so teacher-centered, the whole-hearted cooperation of the teachers was essential. The consultants stressed the importance of having some individual or some group identified by the teachers as being responsible for keeping the Project moving.

The major problems reported by the consultants generally concerned keeping the teachers on task throughout the Project, overcoming teacher resistance when it arose, and attempting to come up with support services to reduce time-consuming paper work. Two consultants were concerned with the lack of cooperation and coordination amoung participants from certain schools. One felt that a conflict existed between county administrators and the school staff, while the other was disappointed with the lack of support from administrators needed by the teachers to implement a sophisticated project.

Discussion

The results indicate that in many ways the MAAPP approach to accountability was perceived to be very worthwhile. Each of the schools that participated was able to examine and interpret its curricula in a rather intensive manner that may not have been possible under normal conditions. The curricula of individual grade levels is probably better organized as a result of teachers having to decide just what they wanted their students to be able to do, and how relevant their programs were for accomplishing those goals. The expertise of the assessment consultants and the monetary resources made available to the schools greatly facilitated this process.

All involved generally recognized the results of the MAAPP within each school to be potentially very useful. The assessment data produced, if used appropriately, can help identify the strengths and weaknesses of the children in a particular grade level in a given school, so that appropriate action may be taken. Generally, participants felt that the data made teachers more aware of student performance, were useful in planning instruction, and were a superior alternative to the use of the Iowa Tests of Basic Skills for reporting accountability results. In addition, the assessment system developed by each school and each grade level has the potential for becoming an ongoing assessment system which can be maintained and modified with little effort.

Another important result of the MAAPP was that faculty rapport and intragrade communication were increased due to the necessity of teachers having to be more aware of what other teachers were doing so that their

own decisions could be made appropriately. For the most part, teachers were encouraged to assume a decision-making role as the content specialists for particular grade levels. Those teachers who did that enjoyed an experience which should result in some degree of professional growth.

On the other hand, it appears that projects like the MAAPP which attempt to develop teacher-centered alternative accountability programs at the individual school level involve a lot of hard work and are difficult tasks at best. For all concerned with the MAAPP, the process was recognized as being very time consuming and, at times, disheartening even to the most avid proponents. The teachers indicated that the project did detract from their normal duties and was in part rather laborious. The teachers objected most to testing time, record keeping, and tabulating results. Many participants thought that more time should have been allotted for accomplishing the various phases of the Project. Because of individual differences in implementing the MAAPP eight-stage model, some schools had more time to cope with the assessment, recording, and tabulating stages than did other schools. In addition, some schools were more ambitious than others in the number of objectives assessed. These factors coupled with the ordinary end-of-year crunch left many teachers with negative feelings about the Project. These feelings undoubtedly contributed to the mixed reactions concerning continuation of the school in the Project or recommending it to other schools.

It is clear from the results that the schools had different perceptions about the Project and that within some schools there was a degree of polarization. Two factors may have contributed to these phenomena. The first factor concerns possible individual differences in teacher commitment

at the onset of the Project and changes in this commitment as the Project progressed. It is not clear to what extent the teachers in each school supported the principal's decision to volunteer the school for participation in the MAAPP. Some teachers may have considered participation to be a bother from the beginning. It did appear that as the Project progressed teachers' perceptions that the assessment would provide them with useful student-oriented information did generate a special commitment among certain staff members that was crucial to the level of accomplishment achieved in the various schools. This commitment may have been further modified by the teachers' perceptions of the usefulness of the information to be obtained in the light of the amount of work necessary to obtain it. From the results, it is evident that some teachers thought the effort to be worthwhile, while others did not.

The second factor is that the management strategy employed by some schools may not have been optimal. The simple provision of raw materials, whether they be human in the form of an assessment consultant or financial, may not be as important as the manner in which the school administrator uses these resources to accomplish the tasks at hand. Two major shortcomings of some schools may have been the selection of time for working sessions and the availability of support personnel. Using time at the end of the school day for meetings and work sessions, even though the teachers normally are required to stay, is not to be encouraged. Teachers generally may be too tired to do productive work at this time of the day. Weekend sessions with pay, school work days, and half days when the students are excused early seem to be superior alternatives. Even use of release time with substitutes covering classes appears to be a better

alternative to after school work, even though some teachers objected to this when asked, since they felt not as much gets accomplished in the classroom when a substitute is present. The second shortcoming may be more serious. It is clear that the teachers objected most to the time involved with gathering, recording, and summarizing the assessment data. Those schools which attempted to provide teachers with some assistance in these tasks appeared to have the more favorable attitudes toward the Project. It is imperative that a manageable system for conducting these phases be developed. Use of secretaries, paraprofessionals, parents, and teacher aides for these tasks should be explored.

In conclusion, while the results of the evaluation of the MAAPP indicated that reactions to the Project were mixed and school specific, certain conclusions seem inescapable. Implementation of accountability procedures at the local school level similar to those used by the MAAPP is feasible and can produce worthwhile results. Before a school embarks on such a project, a strong commitment on the part of the staff appears to be necessary. The use of consultants to help structure the process into manageable components and to offer necessary technical assistance and encouragement appears to be essential. The principal needs to support the staff by providing optimal working conditions, convenient times for working sessions, and adequate clerical assistance. Finally, such projects should not attempt to be too ambitious. The development of a smooth-running, well-organized accountability system may take several years. However, once the system is developed, it will provide valuable feedback to the school on a continuous basis.

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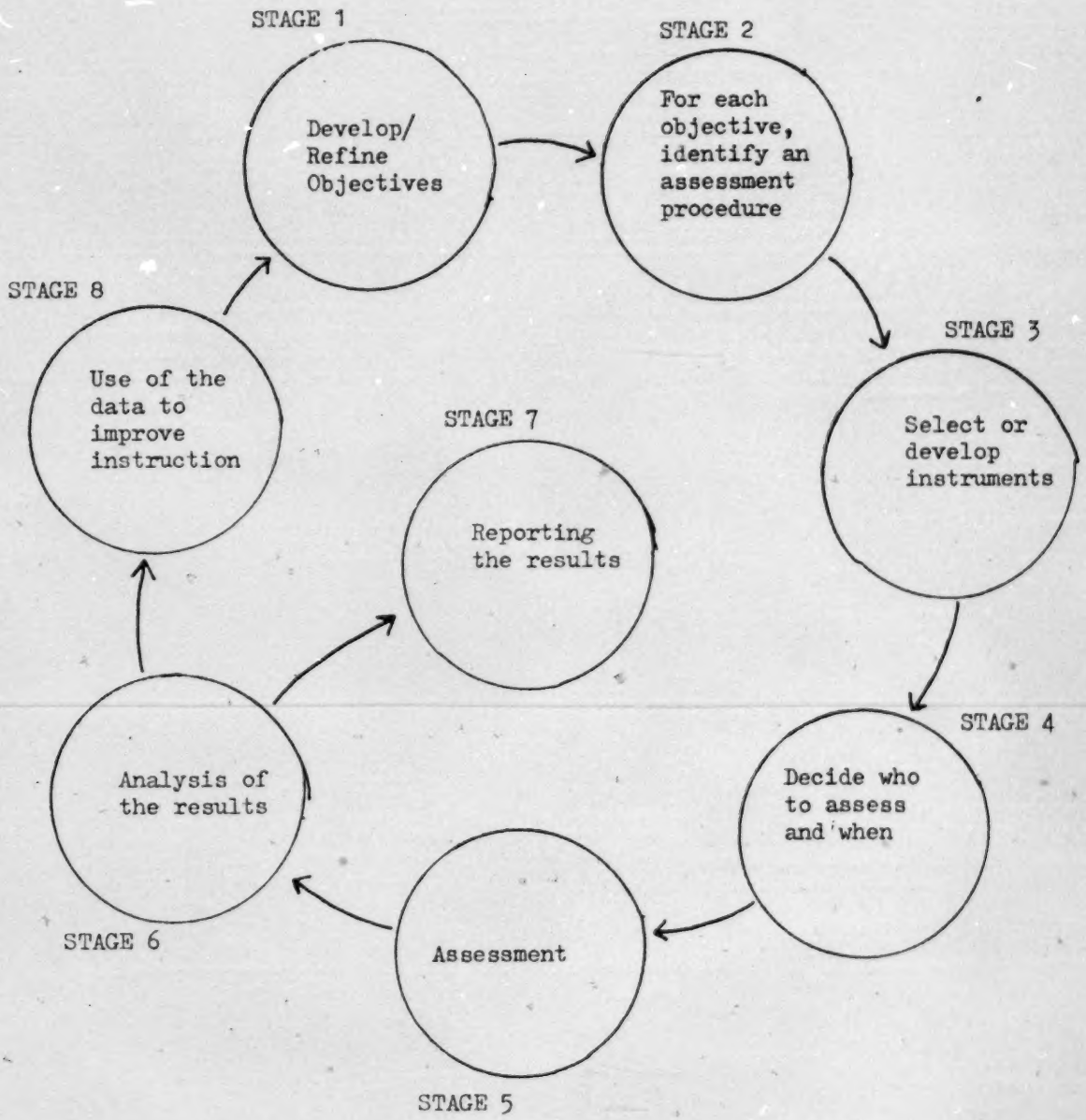

Figure 1

Eight-Stage Assessment Model

Table 1

Interview Schedules Used in MAAPP

Teacher Interview Schedule

1. What do you feel you gained from participating in this project?
2. What do you think it contributed to the staff as a whole and the school in general?
3. What do you think children and parents gained from it?
4. Do you feel it helped your teaching? If so, how? If not, did it interfere with your teaching? If so, how?
5. Do you feel it was worth the effort? Why or why not?
6. Would you like to continue to use and refine the process?
7. What would you change if you had to do it over? What would you change next year?
8. Other comments.

Principal Interview Schedule

1 - 8 As above in the Teacher Interview Schedule.

9. Could someone inside the school play the role of the assessment consultant and provide the needed technical assistance during Phase II activities?
10. How do you feel about having an outside consultant?
11. When will accountability work - what does it take? Why is it not now working effectively?

Parent Interview Schedule

1. How do you think this method of reporting on your child compares with the traditional report card? More helpful? Less helpful? About the same? Why? How does it compare with the Iowa Test report?
2. Were you able to understand the objectives, how your child was evaluated and what the results meant? If not, why not?
3. Do you feel the process helped you better understand what the school was doing? If so, how?
4. Were you aware of this process when it was being developed? If so, what was your reaction then? How do you feel about it now?
5. Is there anything you would like to know about your child in school that you didn't find out in this program?
6. Are there any other comments you would like to make about the program?

Table 2

Summary Statistics of Teacher Questionnaire for each School

School	N	Part I Mean	Part II Mean	Overall Mean	Overall S.D.
A	12	3.01	3.31	3.10	10.47
B	19	3.36	3.87	3.47	18.79
C	17	2.49	2.98	2.62	21.23
D	30	4.25	4.33	4.27	14.43
E	35	2.96	3.27	3.04	19.29
F	16	3.19	3.60	3.30	20.93

Table 3

Means and Standard Deviations for Teacher Questionnaire: Part I

Item	School A	B	C	D	E	F	Total
1. Valuable experience	3.33 1.16	3.37 1.07	2.71 1.36	4.76 .51	2.94 1.07	3.75 1.13	3.53 1.25
2. Curriculum better organized	3.00 1.10	2.53 1.07	2.76 1.35	4.73 .52	2.74 1.11	3.00 1.15	3.24 1.32
3. Useful information produced	3.67 1.16	3.68 1.06	2.76 1.35	4.60 .85	3.15 1.12	4.13 .81	3.69 1.22
4. Superior alternative to ITBS	3.83 1.19	4.07 .70	2.24 1.25	4.67 .55	3.47 .93	3.80 .86	3.74 1.16
*5. Detracted from normal duties	2.58 1.24	3.26 .93	2.88 1.26	3.33 .99	3.15 .96	1.75 .86	2.95 1.12
6. Helpful to teaching	3.08 1.00	3.50 1.04	2.76 1.15	4.52 .87	3.12 .96	3.56 1.21	3.50 1.17
7. Recommend to others	3.08 1.00	3.56 .98	2.35 1.27	4.40 .72	3.19 1.10	3.38 1.31	3.43 1.22
*8. Recording/reporting laborious	2.50 1.31	3.56 .70	2.35 1.11	3.00 .95	2.90 1.05	2.31 1.30	2.83 1.11
9. Participate again	2.92 1.44	3.63 1.01	2.12 1.27	4.21 .68	2.82 1.14	3.00 1.15	3.20 1.27
10. Better teacher as result	2.44 1.51	2.95 1.18	2.24 1.25	4.23 .86	2.70 .95	3.06 1.12	3.08 1.28
11. Look forward to cont. participation	2.92 1.24	3.32 1.06	2.00 1.03	4.43 .68	2.62 1.04	3.06 1.29	3.16 1.29
12. Students benefited	3.18 1.08	3.26 1.15	2.53 1.07	4.30 .84	2.88 .91	3.33 1.05	3.31 1.14
*13. Too ambitious	2.64 1.43	3.53 .77	2.69 1.40	3.83 .65	3.00 .76	2.50 1.45	3.16 1.11
14. Enjoyed participating	2.75 1.29	3.47 .77	2.29 1.36	4.03 1.00	2.76 1.09	3.00 1.41	3.14 1.26
15. Data adequately meas. objectives	3.09 1.04	2.89 .99	2.53 1.28	4.40 .50	2.91 .96	3.53 1.13	3.26 1.15
16. More aware of Ss performance	3.50 1.00	3.37 1.21	2.71 1.31	4.50 .73	3.17 .99	3.80 1.21	3.57 1.20
17. Payoff worth it	2.78 1.30	3.21 1.03	2.35 1.27	4.29 .60	2.85 1.00	3.20 1.37	3.21 1.22

* indicates that scale values have been reversed.

Table 4

School Means on Each Factor of Teacher Questionnaire: Part I

School	Evaluation	Work*	Payoff	Ambition*	Test Alternative
A	3.08	2.54	2.94	2.64	3.83
B	3.33	3.41	3.05	3.53	4.07
C	2.48	2.62	2.44	2.69	2.24
D	4.43	3.17	4.35	3.83	4.67
E	2.92	3.03	2.88	3.00	3.47
F	3.37	2.03	3.37	2.50	3.80
Total	3.35	2.89	3.24	3.16	3.74
Eigenvalue	9.08	1.70	.92	.80	.66
Percent Var	.53	.63	.69	.74	.77
N of items	11	2	2	1	1

*indicates that scale values have been reversed.

Table 5

Means and Standard Deviations for Teacher Questionnaire: Part II

Item	School A	B	C	D	E	F	Total
18. Developing objectives	2.73 1.10	4.11 .96	3.31 1.01	4.18 .90	3.44 .88	3.92 1.12	3.69 1.05
19. Designing the assessment	2.75 1.29	3.65 .93	3.00 .87	4.43 .57	3.45 1.03	3.47 1.19	3.57 1.08
20. Performing the assessment	2.82 1.60	3.72 1.07	2.94 1.03	4.39 .57	3.41 .87	3.33 1.05	3.55 1.10
21. Recording the results	3.58 1.31	3.88 .72	2.88 1.11	4.00 .90	3.00 .96	3.27 1.10	3.44 1.08
22. Summarizing the results	3.91 1.30	3.93 .70	2.88 1.11	4.37 .63	3.11 .88	3.67 1.23	3.64 1.07
23. Using the results	4.09 1.22	3.93 .92	2.88 1.02	4.59 .50	3.21 .86	3.92 1.00	3.76 1.06

Table 6

Major Results of Teacher and Principal Interviews

Item	Teachers	Principals
1. Gained from participating	Better organized curriculum Some frustrations	Better organized curriculum Closer working among staff
2. Contributed to staff & school	Helped staff work together Some dissension	Staff gained direction Increased parent participation Lots of work
3. Student & parent gains	Better diagnosis of students Not known until next year	Objectives more student oriented Better reporting of data Test of benefit next school year
4. Help or interfere with teaching	More direction and awareness of individual differences Testing time detracted too much	Valuable information for improving future instruction Possibly too much done too quickly
5. Worth effort	yes-23 no-4 not sure-4	Yes, can see fruits of labor School gained recognition
6. Continue and refine process	Yes-28 no-6 not sure-1	Yes, but need additional resources and refinement of management system
7. Suggestions for changes	More time, fewer objectives Assistance in paper work	Better management, avoid end of year rush
8. Other comments	Few & diverse	Technical assistance was crucial Need to involve more parents
9. Internal consultant	not applicable	No-3 Qualified yes-2 Yes-1
10. Outside consultant	not applicable	Consultant was very helpful
11. Can accountability work	not applicable	If mandated, it won't work Need to get parents more involved